

## Completing a Discrepancy Analysis

In SERP 524, *Methods of Teaching Students who are Blind or Visually Impaired*, you learned about assessment and the expanded core curriculum.

One technique, the discrepancy analysis, is an efficient and easy way to assess a student's ability to do the steps leading to completion of a skill (e.g., washing one's hands). You can utilize the discrepancy analysis assessment technique for any student who needs to learn a skill area covered in the expanded core curriculum areas.

Check out the examples that follow and use the blank form to conduct your own discrepancy analysis on a student you are working with in your internship.

## Discrepancy Analysis Form

Student Name: John Brown

Routine: Hand Washing

Date: January 12

Steps Performed by Non Disabled Individual	Steps Performed by Student with Disability + or - (If “-“, write the letter of the prompt code which best describes performance)	Skills Needed/Adaptations (Describe what skill should be taught and what environmental adaptation should be arranged)
Travels to sink	+	Cue – bar of soap
Visually locates faucet	- PC	Allow tactile exploration
Grasps faucet handle	+	
Pulls handle to turn on water	- AP (“Pull the handle”)	Fade prompt
Rinses both hands	- PV	Fade prompt
Grasps soap	-PV	Soap dish secured to wall. Prompt to use soap, then fade.
Rubs soap on hands	-PV	
Puts soap in soap dish	-PV	Consider pump bottle
Pulls handle to turn off water	-AP (“Turn off water)	Fade prompt
Reaches for towel	-AP (“Dry your hands”)	Place towel in the same location. Prompt to dry hands, then fade.
Dries hands	+	
Returns towel to rack	-PV	Prompt to return to towel rack

Prompt Code key:

I = Independent    M=Modeling  
P=Physical Assistance

AP=Auditory Prompt

VP=Verbal/Signed Prompt

Discrepancy Analysis Form

Student Name:  X  Routine:  Opening drink carton  Date:  4/16/08

Steps Performed by Non Disabled Individual	Steps Performed by Student with Disability + or - (If “-“, write the letter of the prompt code which best describes performance)	Skills Needed / Adaptations (Describe what skill should be taught and what environmental adaptation should be arranged)
Travel to cafeteria	- VP, P	O&M, familiarity with environment
Get in back of line	- VP, P	
Wait in, and advance through line	- VP, P	Verbal prompt such as “moving up”
Choose drink	- VP, P	Place drinks in same order each day, use hand under hand to feel drinks in cooler
Advance to trays	- VP, P	Tap trays as auditory prompt, allow to feel stacks of trays with hands
Place juice on tray	- VP, P	Allow to explore lunch tray with hand to find juice carton compartment
Pick up tray	- VP, P	Verbal prompt such as “pick up your tray”
Advance to counter	- VP, P	
Place tray on counter	- VP, P	Tap counter for auditory prompt, allow student to feel counter
Choose entrée	- VP, P	Allow to smell or touch (if possible) food
Advance - sliding tray on counter	- VP, P	Use key word such as “next” as cue
Choose side item	- VP, P	
Advance - sliding tray on counter	-VP, P	Use key word such as “next” as cue
Choose last side item	-VP, P	
Advance - sliding tray on counter	- VP, P	Use key word such as “next” as cue
Stop and pay (wait for) cashier	- VP, M	Arrange signal with cashier to let student know transaction is over and it is o.k. to move on

Steps Performed by Non Disabled Individual	Steps Performed by Student with Disability + or - (If “-“, write the letter of the prompt code which best describes performance)	Skills Needed / Adaptations (Describe what skill should be taught and what environmental adaptation should be arranged)
Pick up tray	- VP, P	Tap tray for auditory prompt, use key words such as “tray up” as cue
Travel to table	- VP, P	
Place tray on table	- P	Tap table for auditory cue, allow student to feel table top
Sit down	+	Place hand on chair back
Pick up juice carton	+	Feel tray for juice
Place juice in front of self on table	+	Feel table for clear space to put carton
Open carton	- P	Allow to feel carton for seems, model orientation of carton, use hand over hand to assist with opening carton
Drink Juice	- M	
Place drink back on table or tray	+	Feel table for clear space to put carton, or tray for drink compartment

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Data Sheet

Student: X	Apr. 16	Apr. 24	Apr. 28	Apr. 29	May 5	May 6
Travel to cafeteria	VP, P	VP, P	VP, P	VP, P	VP, P	VP, P
Get in back of line	VP, P	VP, P	VP, P	VP, P	VP, P	VP, P
Wait in, and advance through line	VP, P	VP, P	VP, P	VP, P	VP, P	VP, P
Choose drink	VP, P	VP, M	VP, M	VP	I	I
Advance to trays	VP, P	VP, AP, P	VP, P	VP, P	AP	AP
Place juice on tray	VP, P	VP, M	VP, AP	VP	I	I
Pick up tray	VP, P	VP, M	VP	VP	I	I
Advance to counter	VP, P	VP, P	VP, AP	VP, P	AP	AP
Place tray on counter	VP, P	VP, AP, P	VP, P	VP	AP	I
Choose entrée	VP, P	VP, P	VP, M	VP	VP	VP
Advance - sliding tray on counter	VP, P	VP, M	VP, P	VP, P	VP	VP
Choose side item	VP, P	VP, P	VP, M	VP	VP	VP
Advance - sliding tray on counter	VP, P	VP, M	VP, P	VP, P	VP	VP
Choose last side item	VP, P	VP, P	VP, M	VP	VP	VP
Advance - sliding tray on counter	VP, P	VP, M	VP	VP, P	VP	VP
Stop and pay (wait for) cashier	VP, M	VP, M	VP	VP	VP	VP
Pick up tray	VP, P	VP, M	VP	I	I	I
Travel to table	VP, P	VP, P	VP, P	VP, P	VP, P	VP, P
Place tray on table	P	VP, AP	AP	AP	AP	AP
Sit down	I	I	I	I	I	I
Pick up juice carton	I	I	I	I	I	I
Place juice in front of self on table	I	I	I	I	I	I
Open carton	P	VP, M, P	VP, M, P	VP, M, P	VP, M	I
Drink Juice	M	I	I	I	I	I
Place drink back on table or tray	I	I	I	I	I	I

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## Discrepancy Analysis Form

Student Name: \_\_\_\_\_ Routine: \_\_\_\_\_ Date: \_\_\_\_\_

Steps Performed by Non Disabled Individual	ASSESSMENT: Steps Performed by Student with Disability + or - (If “-“, write the letter of the prompt code which best describes performance)	Skills Needed/Adaptations (Describe what skill should be taught and what environmental adaptation should be arranged)	INSTRUCTION: Steps Performed by Student with Disability + or - (If “-“, write the letter of the prompt code which best describes performance)
			Dates

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## **Discrepancy Analysis Example**

Jeremy Barnett is a 20-year-old young man with multiple disabilities including blindness, cerebral palsy, mental retardation and behavior challenges. As part of his IEP this year he is working 4 days a week in the school cafeteria at his public high school.

The TVI is providing him with support in completing jobs such as wiping tables, filling salt and pepper shakers, and this newest job, putting napkins in the holders.

The completed discrepancy analysis for Jeremy follows.

## Discrepancy Analysis Form

Student Name: Jeremy Barnett  
 Routine: Job: fill napkin holders  
 Date: 9/25/07

Steps Performed by Non Disabled Individual	Steps Performed by Student with Disability + or - (If “-,” write the letter of the prompt code which best describes performance)	Skills Needed/Adaptations (Describe what skill should be taught and what environmental adaptation should be arranged)
Orient napkin holders, count how many	-AP, P, VP	AP= tap the top of napkin holder to identify its place on the counter. Survey the area before starting. VP= “The napkin holders are in front of you in the counter”
Check napkin orientation with the supplies on right	-AP, VP	VP= “feel the napkins to your right” Tactually orient to environment. AP= tap the counter
Open top by placing on table	-M, VP, P	VP= “Gently place the metal lid on metal counter top”
Check for napkins in the napkin holder	-VP	Determine if napkin holder needs more napkins. VP= “Are there any napkins in the holder?”
Left hand holds napkins	-M, VP, P	Discuss why this is needed; “keep napkins from falling to bottom”
Right hand slides metal plate back, click into place	-AP, P, VP	Left hand continues holding napkins. This stabilization will also keep the holder in



		place on the counter as the plate is pushed back. “Slide the plate back or away from you”
Left continues to hold napkins	-VP, P	2 handed task. May need physical or verbal prompt to keep left hand in place while right hand is completing another task.
Right hand picks up stack of napkins, with fold in front	-M, VP, P	VP= “check for the flap,” and physical prompt to rotate napkins accordingly.
Place into holder while left hand continues to hold napkins in place	-M, VP, P	Again, coordinated use of right and left. VP= “left hand needs to hold the napkins in place”
Left repositions and holds napkins	-VP	Left hand must adjust to hold new napkins in place VP= “ now hold the new napkins in place as you get more napkins”
Repeat until full	-VP, P	
Leave space at the end (fingers should fit between napkins and metal plate)	-VP	This involves judgment, VP= “leave room for the metal plate to move when you unclip it”
Left hand on side of holder while right hand pushes down on release button	-M, P, VP	Physical assistance to model how to push down, emphasize “down” in case it is confused with pushing away.
Listen for click or feel metal plate slide forward into napkins	-M, AP, P, VP	VP = “listen for the click.” Physical cue to feel the metal plate as it slides into place.
Close lid	-VP	
Place napkin holder on counter directly behind,	-M, AP, P, VP	AP=Tap counter behind him. VP= “Line napkin

align napkin holder with end of counter on left.		holders up with far left edge of counter and then place to the right each time.”
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Student: Jeremy Barnett									
Task	9/26/07	9/27	9/28	10/1	10/8	10/9	10/10		
Observe and identify set-up	-AP, P, VP	-AP, P, VP	-AP, P, VP	-AP, VP	- AP, VP	- VP	Kitchen ran out of napkins		
Check napkin set-up	- AP, VP	- AP, VP	- AP, VP	-VP	-VP	+			
Open top of napkin holders by placing on table	-VP	-VP	-VP	+	+	+			
Check for napkins	-VP	-VP	-VP	+	+	+			
Left hand holds napkins	-VP, P	-VP, P	-VP, P	-VP	+	+			
Right hand slides holder back, click into place	- VP, P	- VP,	- VP,	- VP	- VP	+			
Left continues to hold napkins	-VP	-VP	-VP	+	-VP	+			
Right hand picks up stack of napkins, with fold in front	- VP, P, M	- VP, P, M	- VP, P, M	- VP, P	- VP, P	- VP			
Place into holder while left continues to hold napkins in place	-P, VP	-P, VP	-P, VP	- VP	-VP	+			
Left repositions and holds napkins	-VP	-VP	-VP	+	-VP	+			
Repeat until full	-VP, P	-VP, P	-VP, P	-VP, P	-VP	-VP			

